

INDIANA EARLY LEARNING ADVISORY COMMITTEE

Workforce and Professional Development Workgroup

Meeting Minutes Summary

May 7, 2015, 12:00-4:00 pm (**extended meeting time*)

MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Beckie Minglin

Tammy Veselsky

Alonzo Weems

ADVISORY MEMBERS

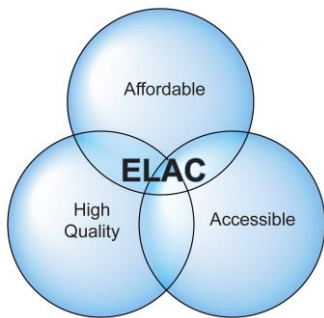
John Burnett

Connie Sherman

Attendees: Erin Kissling, Hanan Osman, Dianna Wallace, John Burnett, Becky Carothers, Tammy Veleskey, Rhonda Clark, Robin Hilber (guest), Amanda Lopez, Kyle Wehmann, Terri Swim, Marsha Hearn-Lindsey, Dianna Badger, Pat Clark, Christina VanOdsol

Key Topics Discussed:

- Amanda gave update on June 30th ELAC Report and timeline for recommendations. June report will include a dashboard visual and workgroup recommendations. Going forward, a more comprehensive report will be developed during 4th quarter, before session. (Best time for writing policy recommendations is October to be finalized by end of quarter.)
- IAEYC is in process of finalizing the 2014 Indiana Child Care Workforce Study and hopes to have it completed by the end of next week. Our data matches the national data from the Dept. of Labor.
- Hanan: Update on ELI partnerships initiative around workforce and strategies being proposed: The focus is for the early childhood workforce to be able to recruit and retain qualified and talented teachers. Information has been gathered from stakeholders, national experts, and the programs themselves. Looking at partnerships with career centers, and higher ed to align basic ECE equivalencies and competency-based trainings, and determine the courses/credits needed. How can we recruit students from other majors and create different pathways for people to get their BA in early childhood? Strategies are being developed and will be announced by ELI next month.
- Becky C: Articulation Agreement Update: ECE was one of 8 areas chosen by legislature to develop singular articulation pathways between community colleges and universities. After 2 years, agreements are up and running! Determined that basic competencies for Associate degrees were needed, but could be fine-tuned at university level (Two degrees now available in ECE: Associate of Science and Associate of Applied science).
 - Indiana has very strong articulation agreements in place; stronger than most other states
- Hanan: Update on UC Berkley Higher Ed Study: Great survey completion rates! (Indiana will be the 4th state in the nation to have done this.) Analyzing data now, we should have preliminary report by May 20 to feed into June ELAC Report. **Fran may give presentation in June, and then come back in September to present final report with recommendations.*
- Discussed five *birth to eight* info graphics from the National Institute of Medicine & National Research Council (*all uploaded in Wiggio on 5/6/15*)



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and 5/7/15).

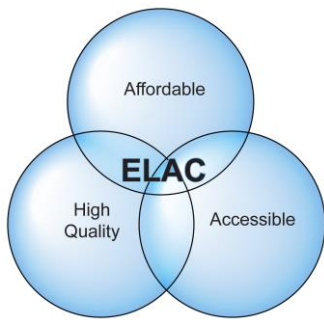
- Gear graphics: States and communities should use this to benchmark what they have in place and show what works within the whole system for the wheel to function. *Workgroup agrees.*

- Developing the Associate degree accreditation process through NAEYC has really helped community colleges qualify credits for students that come in from other states; accreditation is “binding” us across the country.
- Moving CDAs onto an Associate degree path ASAP is key so they can be supported to continue their education.
- Indiana has more online accredited ECE degrees than most other states

Discussion of draft career pathways info graphics:

- Need to figure out how to capture this data on a consistent basis. In order for us to ask for the investment in this career pathway, we have to ask if it is do-able.
- Discussion of AS vs. AAS degrees; huge push to move toward the AS degree statewide. There is value in both but it is harder to move forward with AAS (terminal because it does not articulate course by course); all branches of Ivy Tech can now do the AS degree, but some regions and smaller colleges still use AAS.
- Will delete numbered boxes on educational pathway and requirements graphic. Need to make it simpler, trying to do too much with one image.
- Discussion of licensing requirements for pre-K teachers and getting back on the path of licensing once off. What about the folks with a BA and no license? Want to be sure we aren’t creating barriers to attract the best and brightest to the field.
- John shows sample career pathway slides for manufacturing industry. (*CAD pathway slide was well liked by group.*) This graphic resonates with students and parents. High school counselors using it to guide students. Dianna mentioned a graphic similar to this that Allison (IDOE) has created for ECE teacher pathway for Indiana high school counselors to use.
- Our “supply and demand” graphic should be separated from “education pathway” graphic. We must figure out how to capture the individuals with degrees coming out of Indiana institutions for the supply and demand graphic, and include annual and baseline enrollment #s, goal enrollment #s, and salary.
 - Currently, there is no centralized list of postsecondary graduates for all institutions in Indiana and what degrees they received; Higher Ed Commission does not have this.

Kyle/Robin Workforce Analysis 2020 Projections presentation:



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- Request for workgroup members to think about what needs to be added to this presentation from other studies/reports (national and state).
- Slide 6: Add "or Childhood Development" after "Bachelor of Science in Early Childhood Education."
- Slide 21 (and all the EGR slides): Slide should indicate that these numbers are "for Childcare Workers and Preschool Teachers combined projected additional need."
- Add the 40% national turnover rate line to all graphs. Group discussed that the 16 % turnover rate seems very low in comparison to real life and for most folks in this room!). Need to determine how 16% was calculated and make sure we are comparing apples to apples.
- Slide 22: The EGRs with zeroes are a result of no college campuses in those areas as well as online degrees options. Robin will talk with the people who compile "Hoosiers by the Numbers" to make sure the data is accurate and that we do not have a reporting problem.
- Slide 24: Lack of quality childcare affects community systems because businesses will not locate in these areas. It is vital to a vibrant community.
- Slide 25: Add as a recommendation, "Get public support for compensation for EC workforce" Seed work to start talking about compensation in the profession." Grassroots organizing.
- Must have a conversation about the rates of ECE: A center cannot increase staff pay if their budget does not balance. Solely going on tuition, there is no way that programs can afford to pay their employees more. Bottom line, as long as ECE is on the backs of parents (private pay or vouchers) we will not be able to pay teachers competitive salaries.
- We must get state funding to support teacher salaries beyond the per child rate. Need to propose a change to the current system to convince legislators, but how? What have other states done?
- It is positive that grassroots organizing on the need for ECE has come largely from the business community in Indiana—much stronger voice than parents.
- This presentation will eventually be summarized into a report with key themes for stakeholders and legislators.

Key Questions Raised:

- Was there any preliminary feedback from the institutions who participated in the Higher Ed surveys? Not yet.
- If I head down the non-licensing path and then decide I want a license, what would that entail? What would happen to all the BA degrees with no license?



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- Who is the target audience for our career pathway info graphics?
- How is the 16% turnover percentage calculated? Seems very low and not realistic. Are we comparing apples to apples?
- What conversations are we having with the business community about helping to providing ECE?
- What standpoint should we come at legislators with in terms of need for increased wages in ECE field? Talk money, talk loss of money (i.e. kindergarten retention and remediation), and show support from ELAC.
- Need to link competence of teachers to child outcomes. The point is to show the detriment of the lack of workforce in 2020 and what will happen as a result. What are our recommendations based on this data? How do we stop this or slow it down and make system changes?

Action Steps:

1. Next month Hanan agreed to share IAEYC recommendations for ELI work
2. Kyle will forward Hanan and Dianna's recommendation that Allison from IDOE (amrieiger@doe.in.gov) be invited join this workgroup
3. Department of Labor data, workforce study, and higher ed inventory report may be presented at July or ELAC meeting
4. Robin emailed Jillian (data analyst at DWD) to ask about sources for postings on Indiana Career Connect website and how the data is derived.
5. Robin will talk with the folks who compile "Hoosiers by the Numbers" to make sure the data is accurate and that we do not have a reporting problem.
6. Request for workgroup members to submit additional recommendations for June 30th ELAC Report by end of May. *John reminded us that other workgroups are working in different areas so our findings don't need to be all encompassing, but should focus on Workforce and Professional Development.*
7. Kyle will upload draft workforce projections slid deck to Wiggio with explanation and request for recommendations by end of week.

Next Meeting:

Thursday, June 11th, 1:00 pm -3:00 pm

Location: IAEYC, 4755 Kingsway Drive Indianapolis, IN 46205

Phone: 317-275-3516

Conference line: (800) 676-2060 Code: 105639 (*6 to mute, #6 to unmute)